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TEACHERS AND WORLD PEACE.

By

Mrs. Phyllis Masani.

"The world's a small place!" How often that remark is heard to-day, but how few of the people who say it ever think of the tremendous truth of it. No thought is given to the stupendous forces that have been at work since the middle of the 19th century, gathering momentum as the first two decades of the 20th century went swiftly by, dragging men and nations into the widening stream of international life, forging chains which are binding the ends of the earth together and bringing them daily into closer contact.

The modern teacher has probably heard the doctrine of international inter-dependence preached from almost every lecture platform, and will probably be among the first to recognise its existence and the strength of the forces at work behind it. If the truth of this doctrine has been grasped with any clear conception, it would naturally follow that the teacher would rule out war, from the pages of future history and look upon peace as something more than an interval between wars—a gap in history which could be neither studied nor taught. Of late, "Peace has come to mean the science and art of world government; of co-operation between nations for the good of all; of enabling the human family to live a family life; and as the first condition of all the rest, of preserving world order."

No one subject, therefore, would seem to fall outside the scope of the organisation and study of peace. In almost every aspect of its life a nation must recognise its responsibilities to its neighbours, and it is the duty of the teacher to guard against any narrowness of outlook, to err rather on the side of a broadness sufficiently comprehensive to include the whole world.

But why has the study and teaching of peace become so essential of late years? Because, in the first place, the bitterness of the lesson the Great War taught the world in 1914 to 1918 has sunk so deeply as to leave some lasting impression of the futility of war—some desire to warn the new generations against the disastrous consequences of the repetition of those years—and to have them learn to what a remarkable extent we each belong to a world-wide society of civilised mankind. And because, secondly, of the new experiment

in the direction of organising world relations so that war becomes ultimately impossible. I am referring to the League of Nations, the only institution which stands to-day for the ideal of international co-operation in every possible phase of international life, about which it is essential that every boy and girl should know, if he or she is to have any clear conception of what the old order was, and how infinitely preferable the new order would be if it could be adequately realised.

The importance of teaching peace and of interesting the younger generation in the ideals and aims of the League of Nations was brought before the Assembly of the League in 1923 and in a resolution, unanimously adopted, it declared:—"The Assembly urge the Governments of States Members to arrange that the children and youth in their respective countries where such teaching is not given, be made aware of the existence and aims of the League of Nations and the terms of the Covenant." Following close upon this a sub-Committee of experts was appointed in 1925 and reported that "All children and young people should, before completing their formal education, receive instruction, suitable to their stage of intellectual development, in the aims and achievements of the League of Nations and, generally speaking, in the development of international co-operation."

Since then, the teaching profession, particularly of Great Britain, has given enthusiastic support to the idea, persuaded that the "future of international relations closely concerns every boy and girl in the modern world. . . . The young people of to-day may lose civilisation itself if they grow up to think of the modern world as if it were the world of their grandfathers, of international anarchy between states and of the history books that end with 1914."

But quite apart from the desire to do anti-war propaganda, there is another strong reason why the teacher to-day should welcome any opportunity to speak of the ideals and the work of the League. Subjects taught at school often leave a disjointed, disconnected impression on the mind of the child. His geography teacher will tell him that rubber grows abundantly in Africa, but when his history teacher talks of "the scramble for Africa," he will probably not see the fundamental connection between the two. The study of peace and its organisation should, therefore, serve to link up other studies, to bring out the more abstract conceptions, generally more valuable and more difficult, that lie below the surface of what would superficially appear to be disconnected lines of thought. As the teaching profession of Great Britain state in their declaration, "The study of International Co-operation in the modern world should develop from those studies of modern history and geography which form part of the general school education of every boy and girl."

Certain subjects will, of course, lend themselves better than others to the inclusion of some study of the League, particularly—to quote the Consultative Committee of the Board of Education, in their recent report, "The education of the adolescent,"—in the teaching of modern history, where the growing sense of interdependence of communities, as shown, for example, in the work of the League of Nations, should receive the prominence." Geography is the next to suggest itself as being a subject where emphasis can and should be laid on the differing conditions of life among the nations of the world and upon the economic interdependence of the Great Society.

Inside the classroom, however, there is perhaps less scope for the enterprising teacher than outside, and in the subject of

the League of Nations, he will find one which the school-child cannot fail to be interested. There is no need to enumerate them here. They have already been well treated in the League of Nations Union pamphlet, "Teachers and World Peace," with which every teacher who wants to be abreast of the time should be furnished.

But it is essential first that he himself should be a firm convert to internationalism—should be persuaded that the only way out of the anarchical chaos which constitutes international relations to-day, lies through increasing measures of international co-operation in an increasing number of spheres. He must have contemplated and fully realised the catastrophe which threatens the world if future generations cling to outworn creeds of sovereignty and follow age-old policies. He must, in short, feel the impulse to respond to the appeal of Sir Radhakrishnan speaking at the recent meeting of the Committee of Intellectual Co-operation: "We were taught in our younger days by the waving of flags and the singing of songs, the love of our country and the glory of war. Let us teach the rising generation the love of humanity and the greatness of peace. Let us impress on them the unity of mankind and the duty we owe to humanity as a whole."

SCHOOL VISITS AND JOURNEYS.

By

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The value of educational Visits and Journeys has always been emphasised. In England during the 17th and 18th centuries the "grand tour" was considered as an essential feature in the education of a gentleman. By able direction, school visits can be the means of giving life, reality, clearness and exactness to generalities that without the assistance of direct experience would be shadowy as ghosts.

There is no need to argue about the value of educational visits, because all practical teachers recognise it. Yet visits and journeys are too often limited or even squeezed out of the school programme altogether by the pressure of ordinary work. "We quite realise the educative value of school visits," schools would say, "but really our time-table is so full and the syllabuses of work so heavy that we can't afford the time for them." But these difficulties are not really so bad as they appear at first sight. If the journey is "budgetted" for at the beginning of the term, arrangements can easily be made so that no subject and no other school interest will suffer.

Well arranged *school journeys and visits* give many opportunities for education in all the school subjects. These trips also offer invaluable opportunities to teachers and boys to understand each other well. Teachers discover unexpected and admirable qualities among their pupils, and pupils find out that their teacher is "a decent sort" after all. It is a great thing for a boy to discover that his teacher is a real human being; and one of the best chances he will ever get for making this discovery is on a school journey. On this account at least, journeys should find a place in the programme of all day-schools.

TYPES OF VISITS AND JOURNEYS

A. Some *typical short visits* which secondary school pupils might undertake with success are:—

1. Visits to museums and exhibitions;
2. Visits to docks and harbours;
3. Map reading expedition to the open country;
4. Visits to large factories, mines or quarries in the neighbourhood.
5. Visits to the local electricity station, the Water Works or the local Tramway Depot.

B *Some typical longer school journeys:*

1. *Visits* to famous towns and cities of great geographical and historical interest;
2. *Walking tours* over country that is interesting chiefly from a geographical or geological point of view.
3. *Journeys by canal* in canal boats which serve as floating homes as well as a convenient and cheap form of transport.

It may be worth while to consider, in more detail, one typical school visit, say "A visit to a *Museum.*"

Children and very often even adults remark that a visit to a museum is very dull and tiring. This is chiefly because (a) they are not in the right mood to profit by

the visit; (b) they attempt to see everything and succeed in seeing little or nothing. For a successful school visit, there should be careful and systematic preparation beforehand. Pupils should go with a useful amount of expectation and interest, prepared to see with an inquiring and observant eye certain things which have already been the subject of discussion in class.

Pupils should be told beforehand what to look for and where to find it; what to do when they are examining it and what to do after they have satisfied their curiosity about it. Definite work will be set and required of each pupil as a minimum record of a visit. This work may consist of questions to be answered, descriptions to be written or sketches or drawings to be made. Of course this means careful study and preparation by the masters beforehand.

It would be best to confine the main object of the visit to a particular part of the museum, perhaps only a corner. Here the real work is done and the real purpose achieved. The work that has been definitely set should not be too long, perhaps not more than one hour. After this the pupils may be allowed to walk freely through the museum looking at the things they like, on the understanding that at a certain time all meet at the spot agreed upon.

In most of the museums the Directors will be pleased to arrange for guide-lecturers to take the parties round. The masters should make use of the opportunities that the authorities are willing to offer. It is encouraging to see the efforts that are being made by the Director of the Madras Museum, to promote school visits.

Everyone recognises the educational value of school visits; pupils are always keen on going out seeing things; then why is it that school visits are so rare? Is the fault with us, the teachers and managers of the schools?

GEOGRAPHY AND WORLD CITIZENSHIP.*

By

Celia and Frederick Evans.

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The Great War redirected the conscience and the consciousness of the world towards the problem of conciliation and co-operation. In this work it is perhaps the historians who have been most to the fore. The conception of history as a school subject has, within the last ten years or so, been slowly developing from a purely national to a world conception. This great change is manifest in books, in official publications, in syllabuses and in teaching. What then of geography?

Geography, as its name implies, is, supremely a world subject. It is surely *the* subject to develop in its devotees an understanding of the world. But it has not always done so. The familiar 'capes and bays' phase of geography teaching made of the subject a jig-saw puzzle wherein knowledge of situations on a mere outline map was the limited end in view. There was no clear association of the printed form and symbol with the country behind them and with the *people* inhabiting the land concerned. It was factual, unrelated knowledge and distasteful at that. Then geography often came to mean, mainly, the learning of facts about the British Empire. The idea of 'possessions' was emphasized. Misleading Mercator projections were used in the world maps to exaggerate these 'possessions' which were coloured gaudily in red. Often too, this phase of geography teaching laid more stress upon frontiers than upon relief and regions. The 'expansion' theory of progress in a State, so definitely a creed of the nineteenth century, left its mark on ideas in the teaching of geography The industrial growth of Britain in the same period emphasised the necessity of 'markets' which were visualised mainly as colonial markets or markets in our 'possessions.'

The Great War brought this phase to a close. The tendencies of the colonies towards virtual self-government had their fullest expression in the colonies' co-operation in the War as separate entities and in the peace as separate members of the League of Nations. The fallacy of 'owning' colonies was ended; co-operation rather than competition became the conscious need, if not the conscious aim, of the world. Tariff barriers which tend to separate the nations economically, still, however, exist to interfere with world co-operation as a wholly natural thing Political interference with trade and commerce is still a disquieting feature in the post-War world, and this tends usually to run counter to the influences operating towards unity. M. Briand's 'United States of Europe' met with philosophical approval but practical opposition. We have yet far to go. In creating a world point of view in these matters, geography is clearly the school subject wherein this can best be done.

* *Reprinted from "The New Era"—Vol.* 12, *No.* 55, *July* 1931.

In the past, also, geography has been too much concerned in the schools with bringing out the *differences* between peoples rather than the vastly greater number of likenesses which exist between them. The schools have been more apt to point out that a negro is black than that he is a man. This emphasis on differences is undoubtedly the main factor in the general failure of geography teaching to produce a world mind. Even the *differences* of culture, of habit, of language, of outlook and so on among peoples can be referred to as giving to the world that necessary variety which means vitality. Each different culture has a core which is common to all humanity—the differences are the contribution of each culture to the common experience and knowledge of mankind. This aspect of the differences in races and nations has not always been sufficiently stressed in the teaching of geography.

This brings us to the next point that knowledge in *itself* is not enough. Knowledge, in itself, will not necessarily give understanding. Still less will it necessarily give sympathy. There must be present an *emotional* attitude of mind favourable to this understanding and sympathy. The way in which a thing is learned, the way in which it is taught, are of prime importance *to its emotional reactions.* For instance, we would not trust too freely to the opinion of every Anglo-Indian on the thorny problem of Indian nationalism. The British soldier learning at first hand in France about the French people did not always learn to love them through this closer knowledge. Indeed, the reverse was frequently the case. Different British visitors to the United States will often vary diametrically in their conclusions about the Americans and their estimate of American psychology. It is not the thing seen, altogether, but the attitude of mind of the onlooker that largely decides the conclusion in a matter of this kind. The 'grand tour' did not always prove an effective antidote to an insular point of view. Very often, indeed, it intensified it.

It is thus clear that mere factual knowledge will not give world sympathy. Geography can so easily become the talking of a jargon about coloured shapes on a map or the repetition of words in a book. As Fairgrieve says: 'We must look *through* the map at the country and people beyond. The map is like a pair of binoculars—the more you look *at* it, the less you see; the more you look through it, the more you see."*

Where does this conclusion bring us? *How can we teach geography with the right* emotional content so as to produce the right reaction of human sympathy? How can we supplant the active idea of competition with a more active one of co-operation? The solution lies in the method of *treatment* in the teaching of geography—a treatment not necessarily producing a *liking* so much as an *understanding* of other people. It is necessary to make this distinction very clear. Too often is it suggested that world *conciliation depends on the development of* a brotherly love for our 'foreign' neighbours. Rather is it this matter of *understanding* and of an unprejudiced appreciation of the cold facts of the circumstances. World co-operation, far from being a pious desire, is in reality good hard-headed business.

Dr. George Green in his remarkable researches into racial prejudices amongst school children suggests (and he does not claim it as an entirely new suggestion) that the key to the situation is the emphasis upon the idea of there being, for instance, all over the world 'people who do things for us'. Not that India 'produces' so many tons of tea every year, but rather that there are in India people who work in the plantations to produce tea for *us*. We, of course, do something in exchange for *them,* for ex-

* *At the conference of Educational Associations, January* 1931.

ample, make cotton goods for their clothes. Money acts merely as the convenient medium of exchange to facilitate this barter of goods and services. This attitude in the economic side of geography, consistently followed at school, must result in a very different emotional background towards the people of the world in the children from that which is produced by the study, formally, of imposing statistical abstracts of imports and exports. Here is perceived the fundamental likeness between peoples of different lands—that of service in a world community. The essential oneness of mankind is given its right place. Even if we cannot learn to *love* the worker in the plantation, we can at least learn that he is more a co-operator than a competitor; that he is a practical friend rather than a potential enemy. This is obviously so in spite of his colour, his smell, his hair, his ideas or any other of the lesser differences between him and us. We thus reach a realization of him socially and avoid an antisocial prejudice against him.

At all costs, the fact of world interdependence and the actuality of modern economic co-operation which is essential to modern civilization, must be the basis of geography teaching. That reality of interdependence is there for all eyes to see—yet how few in the world do see it. It needs teachers sympathetic to this interpretation of world conditions. To the dry facts of the blue books must be added the emotional condition of the mind to see them in this human light. Geography must be taught with a consciously social rather than a negative background. The personal influence of the teacher must be of this character, and this is why the teacher's training is of such importance.

REFERENCE WORK IN THE MODERN LIBRARY

BY

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The object of this paper is not to give a systematic account of Reference Work and how to do it, but to bring home to the mind of such of those as are working in the library in capacities other than Reference Librarians, what a unique and strategic place it occupies in a modern library, how the work of every other section is intimately related to it and intended to serve the ends of Reference Work and how a sympathetic understanding and a correct evaluation of that work can obliterate self-centredness, widen the outlook, and bring about the *entente cordiale* which is so very essential among library workers.

Reference work is of superlative importance in a library. I have heard people talking lightly of Reference Work, saying that "Reference Librarians" have nothing more to do than to catch rats, to count blind bulbs, to write out shelf labels, to pick holes in the work of other sections and to bring resolutions in the Staff Council meetings to expose the flaws in other sections, taking advantage of the fact that others cannot retaliate in a like manner. Reference Work cannot be measured as so many books catalogued or classified or cards written, or as so many items checked or ordered or accessioned, or as so many bills passed or vouchers posted or as so many periodicals registered or reminders sent or even as so many books shelved or tags pasted. Reference Work is something that transcends all such measures by figures. It is a sacred trust left in our hands while on our heads the Democles sword of Public Opinion is ever hanging, which is at once an advantage and a disadvantage—advantage in the sense that we can take a legitimate pride in shouldering that responsibility and disadvantage in the sense that there is no human being who can carry out to perfection the lofty ideals implied in Reference Work.

The place of Reference Work in a library may be considered both from the point of view of the public and that of the library office. Let us see what the attitude of the public is towards the Reference Section. The Reference Section with its adjunct, the Counter, is all of the library for them. When they have the library and its personnel in mind, they mean only the Reference and the Counter Staff. Ninety per cent of our clientele do not know what goes on behind the screen. The Account day ordeal of the Accountant, the Thursday incubus of the Book Section and the despatcher, the Foreign mail sensation of the Periodicals Section and other stern realities in the office are nothing to them. They are concerned only with us who are working outside the screen and if they get the book and the service they want, the library is good and if not the library is bad. The library is judged by the work done outside the screen.

But who are they that make the smooth working of the Reference Section possible? It is those that work behind the screen. Though the public is not concern-

ed with them, the Reference staff entirely depend upon their co-operation, and efficiency; for it is they that prepare the materials with which the public have to be served. And in order that their contribution may be effective they should realise that all the work that they do is not an end in itself but only a means to an end. Therefore it is that they should understand sympathetically the place of Reference Work in the library.

THE NEW LIBRARY OUTLOOK

To have a clear notion of the place of Reference Work in a modern library it is necessary to understand what a modern library is, and what a tremendous metamorphosis has come upon libraries of the present day! Words often remain the same when what they signify has changed. For example, the ship is no more a "ship" like that of Columbus with masts and sails and a lamp no more consists of a wick and an oil reservoir but has become an electric bulb. Similarly, we continue to use the term "Library" although its appearance, functions, and aims have considerably changed in recent times. The library of the present day is no more a mere storehouse of books and the librarian merely the custodian thereof. From a simple organisation it has become a very complex institution establishing every possible relation to community life, equipped to meet new calls and to create new demands for its resources. Traditional limitations have been questioned and the numerous phases of library work re-assessed. The missionary spirit that was responsible to stir up a Gautama Buddha, an Asoka or the Jesuit Fathers of old, towards the spiritual elevation of humanity, is taking possession of librarians to spur them on to activities calculated to bring about the intellectual good of mankind. In the modern library books do not wait for readers to seek them. The modern librarian does not wait for enquirers to press their way to him. By all possible stretches of imagination and business ingenuity, he is widely distributing the books of the library like a merchant his wares, to win the public eye to them. The modern library has become socialised in its aims and practices and the ,Librarian is going out into the highways and byways persuading people to come into the library to satisfy the thirst for books he has created in them. It has become an educational and social centre, and a clearing house of information managed by librarians who are guides to the community's learning. When a ready-witted Librarian was asked to define the duties of a Librarian, he said that the definition was contained in the initials of the name of the American Library Association, viz., A. L. A.[1] which is equivalent to *Ask Librarian Anything.* A more liberal and up-to-date definition cannot be given. Such is the revolution in the outlook and the ideals of Librarianship.

Among the sweeping changes in library methods that this revolution in library outlook brought in its train, Reference Work is the most important. It is a very effective and potential instrument of the "Five Laws of Library Science" to fulfil their mandates. What is that Reference Work? It defies exact definition. A liberal definition is that given to A. L. A. just referred to and a modest one is "sympathetic and informed personal aid in interpreting Library Collections for study and research." One may say that with the introduction of open access and a classified catalogue with relative index the need for reference work does not arise. But years of experience have convinced librarians that if there is nobody to give personal guidance, the readers in a library are helpless. Even in

1. *Wilson Bulletin*, Vol. 5 No. 7 p. 450.

America, the land of libraries, where library habit is ingrained in the people, a reader is said to have gone to the main *entrance* of the library on seeing an entry in the catalogue saying, "For further particulars see main *entry*." Another justification for the existence of reference work is that the organisation of books by the classified catalogue is after all mechanical and reference work is something which transcends machinery. The readers present so many psychological factors that it is possible to meet them only by personal contact. The readers can be connected with the right type of books only if there is a link of human element between them and the library resources. That human element must have professional training, high educational attainments and a thorough knowledge of the resources of the library and of the library apparatus. They must have an inordinate appreciation for books, a sympathetic understanding and love of humanity and a real enthusiasm to serve. Then only can the library function consistent with its modern conception and up to the expectations of the Five Laws.

THE PLACE OF REFERENCE WORK.

The importance of Reference Work can be better realised if one can recall to his mind the state of our library before the introduction of the Reference Staff. Was it possible for a reader to get a book without knowing the author? Was it possible for him to get "some other book" as a suitable alternative for the one he had in view and which happened to be out? Was there anybody to give him instruction in the use of Library apparatus, to guide him in the choice of reading materials and to elicit from him by a process of interrogation the real problems which he could not express clearly and to serve him in a suitable manner? Was it not our painful experience in those days to see readers quitting the library with a sense of disappointment and disgust? What a wealth of materials was lying fallow for want of the fertilizing and productive influence of a Reference Staff! I need not say that we overcame all these difficulties by the introduction of Reference Work.

One or two instances of Reference Work done both here and elsewhere will bring the Reference idea home to anyone better than any theory of it. Here is one from WYER'S book on Reference Work which is typical of the extent to which Reference service is given in American Libraries. A Milkman in Gloversville is said to have cried at the public library gate, "A cure for my cow!" "A cure for my cow!" The Reference Librarian heard the cry and instead of simply directing the milkman to consult the card catalogue under "Cows," "Diseases of Cattle," "Bovine Therapeutics," etc., only to flounder among them, gave him the proper book which helped him to cure his cow. His gratitude to the library knew no bounds and at his death he left an endowment of $70,000 to that library in appreciation of the service that it was rendering to the public.[2]

Last week a student asked for MAZUMDAR'S Hindu Civilisation in our library. The new Reference Librarian that attended to him, taking the author and title to be correct exhausted all the processes for locating the book and was just coming to the conclusion that it was not available in the library, when I came there on my rounds. I entered into conversation with the student and elicited from him that he had in view "*Mohenjo Daro and the Indus Civilisation*" and that the author and title he mentioned were mistakes. He was directed to all the resources bearing on the subject. He gave out that he could not distinctly hear the name of the book when

2. Wyer: Reference work p. 9.

it was suggested by the Professor and that he constructed this author and title out of what he heard vaguely. What a mutilation of the author and title! Can a catalogue solve this problem? Hardly a day passes without occurrences like this in our library not to speak of Reference questions which start a long and protracted hunt for materials. No more instances are necessary to convince you of the *raison d'etre* of Reference Work in a library. A close study of the *"Five Laws of Library Science"*[3] will reveal to you how essential Reference Work is for library from the point of view of the Five Laws and what place it occupies there.

Having considered the place of Reference Work in the library, let us see how every other section of the library is related to it. I had already pointed out that Service to the community is the sole end and aim of the library and that the work done in other sections is not an end in itself but only a means to an end. As is the case in a business concern, work in the library may be classified under three broad heads—*Buy, Keep and Use* or rather *Buy, Incorporate and Use*. The Book and the Periodicals Section do the buying function. The Technical Section attends to incorporating the materials bought in the stock of the library in a scientific way and the Reference Section attends to the systematic exploitation of the resources. If a merchant goes on glutting his shop with merchandise with no thought to their sale, the inevitable result is that the business is a disastrous failure. The same will be the fate of the library, which is dealing in intellectual wares, if it simply goes on acquiring books and cataloguing them without making the public utilise them. What salesmen are to a business house, Reference Librarians are to a library.

The Book Section is responsible for the supply of the wares of our trade. Even as the salesman, with a keen knowledge of the tastes and requirements of his customers and of the seasonal, permanent and anticipated demands for articles, sends timely indents but feels helpless if the supply is not forthcoming, the Reference Staff also who have to deal with the public with its multifarious tastes, select books for purchase according to the requirements of the library but feel annoyed if they are not reinforced with such books in season.

The chief interest of the Reference Section in the Book Section is that the books must be ordered speedily and when received rushed through for cataloguing. The Book Section must render this service with promptness and zeal. The Reference Section may also be consulted as to what subjects may be given preference in ordering. If there is no co-ordination between the Reference and the Book Sections, the library service will not be effective. To a reader who wants Dikshitar's Hindu Administrative Institutions (Our own University Publication), the Reference Librarian will have to say "not available" only to receive the retort from the reader "Nearer the church, farther from God, eh!" and hang his head in shame. If the Reference Librarian proudly offers Tagore's *Religion of Man*, our latest arrival, he meets with the remark, "Oh! you people get books a century after their publication. Tired of expecting it in the library, I have bought a copy."

As for the Technical Section which is organising knowledge and preparing that wonderful and mighty tool for us, we cannot say how much we depend upon them. The test of the pudding is in the eating of it. The catalogue is put to the test in our section. We are the public interpreters of the catalogue and every day we gather

3. Ranganathan (S.R.) *The Five laws of Library Science.*

comments, observations and ideas regarding the catalogue. Hence the "T" Section should solicit from us suggestions regarding the choice, correction and use of cross references. The Reference worker, who has to deal with groupings of books by subjects on the shelves, is in an advantageous position to give suggestions to the classifier who considers books only individually as they arrive. Our concern in the "T" Section is that they should realise that Reference Librarians also can contribute towards the enrichment of the Catalogue and the proper placing of books in classification. Further they must classify and catalogue new arrivals and release them for the use of the public as speedily as possible. Another way by which they can help us is to attend then and there to books drawn away from the shelves for correction of call numbers as otherwise such books are withheld from use. How often have we discovered at a later date in the "T" Section, with a sense of shame, the self-same books which we have confidently asserted as out on loan?

The Periodicals Section has much in common with the Book Section and our relation to this section should be the same as that with the latter. This section should realise how eagerly the successive issues of periodicals are awaited, with what avidity they are read by serious students who know the probable time of their arrival and flock to the library, and what a keen disappointment will be caused to them if the new periodicals are not placed on the tables with promptness. Besides this, the Reference Section should be given facilities to consult the Section records or to get any kind of information on periodicals at any time and the importunities of the Reference Librarians on this account should not under any circumstances be resented.

The Binding Section which has to heal the physical ailments of books should frequently consult us with regard to the nature of the binding and the tooling of the proper titles of books on the backs, especially in non-English books. They must not only secure the speedy return of books from the binder but make them ready for shelving within the minimum time to avoid a breach of the First Three Laws.

The Counter Section is an adjunct to the Reference Section. Proximity to each other and parallel working hours are conducive to co-operation between the two. But one impediment thereto is the frequent change of personnel due to the shift arrangement to suit the long working hours of the library. Any mistake arising out of a lack of co-ordination between these two sections will immediately come to the surface and will reflect adversely on the library. The other day a reader complained to me that he came to consult a book which he was not allowed to borrow on the ground that it was in need of immediate repair owing to its bad condition and that he was surprised to learn that the same book had been taken out by some other member. He also added that he had reason to believe that the library staff practised favouritism. On enquiry I learnt that the Counter Clerk did refuse the book on a sound reason but neglected one ostensibly trivial but really important detail. When he was off duty he neither instructed his successor about the matter nor sent the book to the Reference Section for action, but allowed it to take its place in the shelf whence it passed into the hands of another reader who managed to borrow it. This negligence led the disappointed reader to come to such preposterous conclusions about the conduct of the library staff. Once a Reference Librarian on morning duty, who promised a busy reader to get some information ready in the afternoon, forgot to leave instructions to his successor so much so the reader had to wait a lot of time when he called in the

afternoon to get his information. What a breach of the Fourth Law! Hence it is imperative that the members of these two sections should, when they are off duty, communicate the occurrences, their observations and decisions to the staff that take charge to relieve them. Every kind of information must be made common among themselves and between the two sections so that both the sections may be in one accord leading to effective service, which alone would render the reputation of the library enduring.

These are the lines on which we all should think and act to enable the institution we serve to take its proper place. Can we not produce a wonderful effect, if, instead of being split into as many camps as there are sections, we all recognise our mutual obligations and mutual dependence and co-operate cordially and identify ourselves with the cause for which our Alma Mater stands? Let me finish the paper with the precept contained in the time-honoured Vedic hymn which is a fitting Library Song and Motto.

"Assemble together, speak together, let your minds be,
All of one accord. The place is common, common the Assembly,
Common the Mind, so be their thoughts united,
One and the same be your resolve and be your minds of one accord,
United be the thoughts of all that all may happily agree."

NOTES

BY THE WAY.

(BY SEARCHLIGHT.)

The South India Teachers' Union was formed at a meeting of delegates of different associations held at Madras on the 14th of November, 1908.

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Its first set of rules was drawn up by a sub-committee and approved by the Conference held at Madras on the 22nd and 23rd of December of that year.

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It had on its rolls only seventeen associations during the year 1909.

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The Second Educational Conference of the South India Teachers' Union was held at Trichinopoly on the 21st and 22nd of December, 1909, under the presidency of Rao Bahadur M. Rangacharya, M A.

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Its first resolution was to request the Government to initiate a scheme of Provident Fund for teachers in non-pensionable service.

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The scheme, though supported by two successive Directors of Public Instruction, did not find favour with the then Government and it took 14 long years of continued agitation on the part of teachers to secure the benefits of a Provident Fund scheme.

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Constitutional agitation leads to proper education and proper education to beneficial legislation.

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The executive board arranged to issue monthly reports of the progress and activities of the Union and its branches as well as of matters of educational importance, and it was issued as a supplement of the "Madras Educational Review" from January, 1910, for a few years.

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It was the hope of the Executive Board that it should be published independently so as to take a recognised place as the established organ of the Union.

The hope of the Executive Board remained unfulfilled for a long time. The idea of a journal as the official organ of the Union took a concrete shape at the XIX Educational Conference held at Vellore in December, 1927, and the first number was issued in January 1928.

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Thus it took 18 years for the idea to take a concrete shape and the hope to become a realisation May the journal live long and fulfil its noble purpose.

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The Third Conference was held at Madras in December, 1910.

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Mr. S. Vasudevachariar, B.A., L.T., of Wesley College, was the first Secretary of the Union and he was succeeded by Mr. A. Panchapagesa Aiyar, M.A., L.T., of the P. S. High School.

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The 25th Educational Conference is to be held at Trichinopoly in May, 1933, and the Working Committee of the S. I. T. U. has resolved to celebrate the Silver Jubilee of the Union along with that Conference

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The Committee has further resolved to prepare a Year Book for the occasion.

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When the S. I. T. U was started, it was an organisation with branches scattered over the Presidency The "Guild idea" or the idea of district organisations came in gradually. In course of time the Union became a Federation of District Guilds and the rules as revised in December, 1929, placed this idea on a statutory basis.

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But now one finds a number of Guilds are in arrears of subscription for more than a year and most of the Guilds do not maintain a register of members. The result is a register of members of the S. I T. U. is not available.

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One of the chief objects of the promoters of the Union was to work it on the lines of the National Union of Teachers of England and to maintain a Registry of Teachers. Hence the subscription was in the beginning fixed on a capitation basis of annas eight for college and secondary teachers and of annas two for elementary teachers

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This wholesome principle has been removed and now the subscription payable by each Guild to the Union is fixed at the rate of rupees two per each of its affiliated Teachers' Associations

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The earlier the rules are revised, easier will it be to maintain a register of members correctly.

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The idea of Guilds or of Federation may be retained but the subscription payable by a guild to the Union should be made to depend on the strength of the Guild. The capitation basis should be restored and there may be levied a subscription at a uniform rate of 2 annas or 4 annas per member of the Guild. Then every Guild will surely send a list of its members and the Union can have its register complete.

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If a revision of the rules is not feasible, the Union should consider ways and means of compiling a correct register of members.

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The Silver Jubilee Year Book cannot be complete without a register of the members of the Union. It may also include the general and professional qualifications, service as a teacher, salary and grade of each member.

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If the Guilds are called upon to send a list of their members for publication in the Year Book, they will surely rise to the occasion and furnish the same. If they are not received even then special arrangements shall be made by the Union office-bearers and members of the Working Committee to get them in time.

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The subscription of each guild should accompany the list of members of the Guild to ensure publication of the same in the Silver Jubilee Year Book.

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Then the Silver Jubilee Year Book will be laying the foundations to achieve one of the chief objects of the original promoters of the South India Teachers' Union.

PAY WELL.

Rt. Hon H. A. L. Fisher, speaking on "Education Estimates" in the House of Commons in April 1917, said: "I have heard it said that teaching is a vocation and that the money wage does not matter. It is true that a very large number of men and a still larger number of women do enter the teaching profession actuated by something akin to the missionary spirit, but in a profession numbering 150,000 members, you cannot rely upon the missionary spirit alone as a source of recruitment. With all our manifold virtues, we cannot depend upon an annual supply of 9,000 missionaries, content to endure a hard, narrow and stinted existence for the sheer love of teaching In every large profession you must rely upon economic motives to some extent for your recruits, in the teaching profession less than elsewhere perhaps; but even teachers are human. I do not expect the teaching profession to offer great material rewards—that is impossible; but I do regard it as essential to a good scheme of education that teachers should be relieved from perpetual financial anxieties, and that those teachers who marry should be able to look forward to rearing a family in respectable conditions. An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger . . . . The first condition of educational advance is that we should learn to pay our teachers better If we do not take this step, we shall not be able to keep the profession at its present level in numbers and quality; still less shall we be able to extend its sphere or to deepen its influence and steps should be taken now if the fruit of the investment is to be reaped after the war."

FROM OUR ASSOCIATIONS.

THE TANJORE DISTRICT TEACHERS' GUILD.

The first meeting of the Guild for 1932-33 was held at the M. H. S., Mayavaram, on Saturday the 27th instant at 3 p.m, Rev. N. G. Ponniah, presiding. There was a good gathering and the S. S. T. A., Mayavaram, was "At Home" to the Guild.

Mr. T. K. Duraiswami Aiyar, M.A., L.T., of the Government College, Kumbakonam, delivered a lecture on "The Educational Implications of Democracy."

The gist of his thoughtful lecture is as follows:

In the coming democracy, the role of the educator is supreme, as inspiration is to come from below. There should be a proper appreciation of the place to be filled by the elementary school teacher While, in ancient India, there existed a high public opinion of the teacher, the place accorded to the teacher nowadays is very unsatisfactory which state of things is cutting at the future of India.

The Secondary school teacher has higher responsibilities than the teacher in a University where students are thrown on their own resources.

The difficulties of teachers are much greater and the problem of education is more taxing than in any other country.

The University education is highly unsatisfactory for two reasons. (a) Quality has been sacrificed to quantity; (b) Education is divorced from life, while, in other countries, it is in close contact with life.

The next item was the opening of a discussion on "The Teaching of English," by Mr. V. Mahadeva Aiyar of the Native High School, Kumbakonam. He admitted that there is a fall in the standard of English in Secondary schools. The vernacular medium in the teaching of non-language subjects might, perhaps, to a slight extent, account for the set-back in English. However, he advocated the adoption of the vernacular medium, in which case he pleaded for more hours for English.

Though direct method is now condemned, he thought that it had not been given a fair trial.

Text-books should be in simple, modern conversational style and contain dialogues and dramatic pieces written in the language of every-day life.

In the lower forms, we should be less ambitious, give more drill and have very little poetry. The boys should be made to memorize not only poetry but also good prose passages. He strongly disapproved of the use of non-detailed books in the lower forms He thought that the use of the dictionary in the lower classes need not be insisted upon, as it does more harm than good.

There should be no grammar in the lower forms and grammar should be taught in the upper forms only for the sake of discipline it affords. Special stress was laid on the importance of translation Essays should not be thought of in Secondary schools.

He remarked that the teaching of the vernacular has much to do with the efficiency in English and therefore it should be greatly improved.

The following resolutions were passed:—

1. The Tanjore District Teachers' Guild, while appreciating the motives behind it, regrets the recent memorandum of the D. E O., Tanjore, governing admissions into Secondary schools, as it interferes with the powers of the Headmaster.

2. The Guild appoints a committee consisting of the following members to draft a memorandum on the necessity for the formation of a Managers' Association for each district and the part the Guild should play in it.

Members of the Committee:

(1) Mr R. Swaminatha Aiyar, B.A., L.T., (Retired H M.),

(2) Mr. V Mahadeva Aiyar, B.A., L T., (Kumbakonam),

(3) Mr. N. Rangaswami Aiyar, M.A., L.T., (Kumbakonam).

3. The Guild prays that a uniform rate of interest at 5 p c may be allowed on the Teachers' Provident Fund, instead of the privilege of investing it in the postal cash securities and that changes, if necessary, be made in the G. O

4. This Guild recommends to the University of Madras that the "*Vidwan*" title examination in oriental learning may be instituted in the Hindi language also as in Tamil, Telugu, Marathi, etc., to enable the school authorities to select only

oriental title holders in Hindi for the appointment of the Hindi Pandits in schools and colleges in this presidency.

TRICHINOPOLY DISTRICT TEACHERS' GUILD.

(From our Trichy Correspondent.)

At the invitation of the E. R. High School Teachers' Association, the first quarterly meeting of the Trichy District Teachers' Guild was held at 1 p.m. in the E R. High School hall with Mr. V. Saranatha Iyengar, President of the Guild, in the chair.

The proceedings opened with prayer by Mr. V. Aswathanarayana Aiyar of the E. R. High School Mr. R. Nataraja Aiyar, Manager-Headmaster of the E. R. High School, then welcomed the Guild, touched upon the agenda of the meeting and exhorted the members to try and bring managers together to agitate for the revision of the Grant-in-aid Code.

The President then opened the meeting. In the course of his speech, he said:—

At this business meeting it would not do for me to keep you upon academic matters. As Mr. Nataraja Aiyar has pointed out, the one thing that our schools need is money. And the money has to come from the general resources of the province. "Enough has been done by private people. Managements have gone on taxing their utmost resources to provide more room, to provide more teachers and to keep them on fairly satisfactory terms. I do feel that you cannot ask a community like ours in isolated places to do more. There is no money in the country to endow schools with. That has to be recognised. All that our schools and colleges can do is to ask for good-will and small help in various matters from the community. In every civilised country it is the State that organises and finances Secondary education. You can ask the community to help as much as it is able to do in establishing Universities They are the concern of the community as a whole, and not of the State For, Universities in other countries are started in the most spontaneous manner from the gatherings of learned people. Universities can go on even without money. Wherever there are learned people they can be said to form Universities. The staple of learning has to be provided for and I think in a modern country it is the State that has to set itself to the task of providing for the school education of young people, both boys and girls Therefore, we are quite justified in asking for a generous arrangement by which the State funds can be placed at the disposal of schools. I do not say that the State should take over all the schools. But more and more provision should be made by the State to help each school, provided of course that the State exercises better supervision. When we ask for grants we have got to admit the right of the body which gives grants. I think this matter has to be investigated, and at the Madura Conference I ventured to suggest that a committee of the South Indian Teachers' Union should go into it. It will be perhaps only a research committee.

As regards propaganda, we, as a body of people, ought to get the help of the political groups in the country, especially when they are very eager to get into the Council. There will be an election at least two years hence and before that time we should try to influence quite considerably the political groups in the country. We tried sometime ago to put one of our own men in the Council But the attempt did not meet with success. Instead of that if we try to so organise teachers' opinion in the whole province and make it felt through the Teachers' Guild that opinion may have considerable weight with those who are going to be in the Council. Let us collect together the teachers' votes in each big centre and let us come to an understanding to support only those who will advocate these elementary measures of reorganisation and State help. In any case, we ought to try to set up an agitation for changing the present policy of the Government in regard to Education. They are getting more money from Excise and I am told that that money would go to restore the cuts that have been made in the pay of Government servants Whether we cry against it or not, that thing will happen Government servants especially, in these difficult times can get what they want but we ought to try at the same time to bring home to the powers that be the urgent need of a more liberal policy towards the schools and colleges in the matter of grants. That is the immediate objective I have only so much to say about the point raised by Mr. Nataraja Aiyar.

THE COMING EDUCATIONAL CONFERENCE

As you all know, we are met here to consider the detailed measures to be taken to arrange for the Provincial Educational Conference to be held here next year Of course, in the first place, we have got to ratify the invitation. We have to strengthen and expand the Committees, which are needed for a conference of that kind. You

have got those subjects before you now and I shall not take up your time any more. I will say only two things. The first is that unless every teacher feels that it is necessary to sacrifice just a little of his time and money for the common work, the work of the Guild cannot go on. I attended a meeting in Madras and I found that in spite of the general prosperity of the parent body, namely, the S. I. T. U., there is a great deal to be done One old teacher of mine said that though he lived within six or seven houses of the S. I T. U. and though he was a member of that organisation, no one came to him for collecting subscription. That sort of thing we must change. What is true of people in Madras is true here It is absolutely necessary to invoke the help of all teachers to run the District Guild. I think sufficient effort has not been made in this direction. I was not blaming the office-bearers, but what I mean is that energy in the body politic, that will to live, and that will to succeed is absolutely necessary. I do not for a moment think that I am unaware of the troubles of people. Just now I have been trying to put myself at one with the poor, and I see there is so much of trouble and embarrassment. Still we must save on things and we must put down money.

The second thing is the cultivation of mutual good-will. I know how difficult it is to allow the other man's point of view to be placed before you; how difficult it is not to be criticised on a policy or measure. But I should like that each one of us should consider twice before he commits to an opinion which is likely to cause misunderstanding or irrepairable rupture within the ranks of the members of the Guild. I do think there is a need for the cultivation of mutual good-will. We belong to various colleges which though not antagonistic are not parts of the same organisation and differ in their outlook and policy. We ought to try to come together as people who teach, and as people who have a common bond of fellowship. We ought to try to work together The work of the Guild is above everything else. And each one of us must be prepared to sacrifice a little for the common cause."

Mr. G. Varadachariar, Joint Secretary, then read the minutes of the last meeting and the minutes of the Managing Committee meetings.

Mr. T S Ananthanarayana Aiyar moved, and Mr. G. Krishnaswami Aiyar seconded the ratification of the minutes of the Managing Committee, containing, among other things, the following resolutions:

(1) That the XXVth Provincial Educational Conference be held in May 1933 in Trichinopoly

(2) That the Guild President Mr V. Saranatha Iyengar and Vice-Presidents—Messrs. M. C. Rajagopala Nayudu and S. K Devasikamani—be the Chairman and the Vice-Chairman of the Reception Committee.

(3) That Mr S. T. Ramanuja Iyengar be the General Secretary.

(4) That Mr. G. Varadachariar be the Treasurer.

(5) That the existing local facilities for boarding be utilised by the Hospitality Committee instead of a conference mess as such.

A discussion ensued in respect of the Conference mess in which many participated. It was finally moved by Mr P. A. Ganesa Aiyar and seconded by Mr M. C. Rajagopala Nayudu that the Hospitality Committee do arrange for the mess of such of the delegates as would desire to be content with the arrangements of the Reception Committee and that arrangements be made to prepare and serve meals to such delegates near the Conference hall and delegates' quarters. The minutes were then passed.

The question of fixing up the exact time of and halls for the Conference at Trichy in May 1933, was left to the Working Committee of the Reception Committee It was agreed to have the Conference and Exhibition in the St. Joseph's College subject to the consent of the Rev. Fr. Rector of the College.

Discussion then centred on the relation of the Guild in respect of auxiliary conferences and refresher courses. Mr. S T. Ramanuja Iyengar, after explaining the procedure in previous conferences, moved the following set of resolutions:

That the auxiliary conferences, like the Geographical Conference, Pandits' Conference, Physical Educational Conference, English Teachers' Conference, and Hindi Conference be held under the auspices of the Trichinopoly District Teachers' Guild, along with the Provincial Educational Conference, and that the programme of these conferences be so arranged as not to clash with the main conference

That a refresher course in Geography be arranged for by the Guild, in conjunction with the local branch of the Madras Geographical Association.

And that a refresher course for Elementary Teachers be arranged by the Guild in consulta-

tion with Deputy Inspectors, Taluq Board Presidents and Municipal Chairmen.

Mr. R. Mahadevan seconded the motion which was carried unanimously.

A number of committees were formed to organise the work of the Conference.

Then, on the motion of Mr. G. Varadachariar, the Guild agreed to sanction Rs. 5 per month from Guild funds and Rs. 5 per month from Conference funds towards rent and establishment charges for the Guild and Conference in consultation with the President of the Guild, who had kindly offered Rs. 10 per month for the purpose.

On the motion of Mr. S. T. Ramanuja Iyengar, General Secretary of the Conference, a sum of Rs. 200 was sanctioned for preliminary expenses and working of committees.

The meeting adjourned for lunch at 3-30 p.m.

Re-assembling after lunch, the meeting discussed at considerable length the motion of Mr. S. T. Ramanuja Iyengar that the Guild do agree to the formation of a Co-operative Credit Society called the Trichinopoly District Teachers' Guild Co-operative Society confined to the areas of Trichy town, Srirangam town, and Golden Rock colony. In so doing, he started by saying that the subject was not a new one to the Guild, that the idea had existed since 1921 when the Guild had supported the adoption of methods of co-operation by a sub-committee report and that individual school and college societies were already working on co-operative principles The running of a credit society for teachers as an adjunct to the Guild had succeeded very well in Madras, where the working of the Madras Teachers' Guild Credit Society had contributed to the strengthening of Guild membership and Guild activities. The Guild and the Society were mutually helpful. Trichy, like Madras, had equal opportunities for an activity of the kind. There were teachers who had surplus cash to deposit; even as there were teachers who wanted opportunities to save and be thrifty, besides opportunities for borrowing and easy repayments within the ranks of the teaching profession. He was aware of the tendencies to borrow, of the difficulties of repayment, of difficulties of collection of dues, and of crashes and failures But all these were not defects of co-operation, but of the dishonesty and careless management of some directors. These difficulties could be overcome by caution, watchfulness, and honest conduct of affairs by a band of earnest and sincere men. He therefore appealed to the members to support the proposition wholeheartedly. Seconded by Mr. R. Balasubramanya Sastriar, the proposition was thrown open to discussion. The meeting went into committee. Mr. P. A. Ganesa Aiyar wanted the area of operation to be extended throughout the Guild area Mr. T. S. Ramachandra Aiyar considered that the Society was unworkable with a heterogeneous body of members, serving under different employers, as collection at the source may be found impracticable, if managements do not agree to it. Mr. R. Mahadeva Aiyar pointed out that the difficulty could be got over by members agreeing to allow managements to collect. Mr. S. Thothadri Iyengar was unable to understand the urge of teachers for running a co-operative credit society; because teachers had neither surplus cash nor banking experience, and he was of opinion that credit societies were failures, seeing that they invariably fostered facilities for borrowing. Mr. M. C. Rajagopala Nayudu wanted to know if individual societies in each institution would not be enough for the present. Mr. Rajagopala Iyengar urged postponement of the consideration of the question. Mr. G. Krishnaswami Aiyar, while agreeing with the arguments of the mover, felt that Teachers' Co-operative Credit Societies were unlike other banks, as teachers borrowed for unproductive purposes, and he thought that existing local banks could be availed of.

Mr. Chandrasekhara Sastriar felt that the preliminary questions of a district society or limited area society should be settled before other questions. Mr. K R. Krishnaswami Aiyar pointed out that a credit society for a community, like that of teachers, was a sign of solidarity. Mr. L. R. Natesa Aiyar, supporting the idea, pointed out that difficulties existed to be overcome. Mr. S. Sitharama Aiyar pointed out that the formation of a credit society would very likely engender bad blood between teachers who did not agree to help each other mutually. Mr. S. T. Ramanuja Iyengar, referring to Mr. Thothadri's remarks, pointed out that the urge to form a Teachers' Credit Society was the professional urge to come closer together, and foster mutual help among teachers as a community. He could not as a student of practical economics and co-operation, subscribe to the theoretical opinions expressed about the vicious aims of a credit society or about the sweeping remarks that teachers had no banking experience and the credit societies were failures, so long as statistics to support such statements were not

forthcoming. He was aware of teachers with surplus cash and with banking experience. He condemned the supercilious attitude of persons within and without the ranks of teachers who, like the proverbial unpractical schoolmaster fit only for the class room or for diving into the pages of books from cover to cover, considered all other work as taboo.

He pointed out that Bombay was considering a scheme to make the teacher the centre of every activity. He instanced the address delivered by Sir A. P. Patro as Minister to teachers under training in Saidapet when he advocated the teacher being the centre of all reconstruction. The motion, therefore, need not be a matter for derision on the part of teachers who did not subscribe to the formation of a society and who wished an isolated life. The motion was a test of teachers' desire to put into practice the ideals of practical co-operation, mutual help and community life, as also a test of teachers' desire to strengthen the Guild on tangible, concrete lines. It was a test of the teachers' professional self-respect, as it saved the teacher from coming into the clutches of successful men in other walks of life. Referring to the other remarks, the mover pointed out that, if the principle of co-operation as a method of knitting up teachers professionally was conceded, and if the right of the Guild to try the method of co-operative living of teachers through the working of the Society was recognised and if the Guild agreed to lend its name to the society as the resolution wanted, the details could easily be settled to the satisfaction of the critic. The consent of managements could be got as in the St. Joseph's College, to enable collection at the source. The area of operations could be extended gradually as the Society showed beneficent results and capacity to be kicking. Individual societies in schools might, in many small schools, offer no chances for real benefits and might, as pointed out by Mr. Sitarama Aiyar lead to bad blood between members of the same institution who would not trust each other or agree to help each other. The tendency of teachers to borrow and borrow for unproductive purposes while they must conserve their financial resources was largely true owing to bad service conditions, but it was the duty of members, as belonging to a cultured community, to help each other to get out of indebtedness and while doing so, to be thrifty by compulsorily joining the Provident Deposits Scheme. Given even a handful of honest and earnest members, all other difficulties could be overcome. Mr. R. Varadachariar, Inspector of Co-operative Societies, who participated in the discussions, pointed out the benefits accruing from such societies, which were bound to succeed if there was honest direction. Closure was applied and the committee re-assembling as Conference passed the resolution by an overwhelming majority.

At this stage, Mr. Saranatha Iyengar vacated the chair in view of another engagement. Mr. S. T. Ramanuja Iyengar proposed a hearty vote of thanks to the President for his able handling of a rather hot debate.

Mr. M. C. Rajagopala Nayudu now occupied the chair. The rules of the Guild were referred to a committee consisting of Messrs. A. Rama Aiyar, P. A. Ganesa Aiyar, and G. Varadachariar for being put into proper shape. The Reception Committees of the Geographical Conference and the Pandits' Conference were formed with the local Geographical Association and Pandits' Union as nucleus.

Then the following resolutions were passed:—

1. The Guild requests the President, Trichinopoly District Board, to veto the action of the Musiri Taluq Board re: the compulsory retirement of some teachers with 25 years of service but below 55 years of age from the Taluq Board service and requests the following gentlemen to interview the President, District Board, in this behalf: Messrs. M. C. Rajagopala Nayudu, S. T. Ramanuja Iyengar, P A Ganesa Aiyar, K. R. Krishnaswami Aiyar and K. Ramachandra Aiyar.

2. This Guild resolves to celebrate the 2nd S. I. T U Education Week during the 16th to 23rd October but without an Educational Exhibition in view of the Conference and Educational Exhibition in May 1933

3. This Guild accords its support to the Training Camp for Scoutmasters and to the All-India Swadeshi Exhibition, Trichinopoly.

After a few concluding remarks from the chair and a round of vote of thanks, the meeting terminated.

The E. R High School Teachers' Association was "At Home" to the members of the Guild.

The Guild Co-operative Society rules were subsequently explained by the Co-operative Inspector and the Society was formed.

MUNICIPAL HIGH SCHOOL, COIMBATORE

The Right Honourable V. S Srinivasa Sastri, P.C, paid a visit to the Municipal High School, Coimbatore, on Wednesday the 7th instant at 12 noon. On arrival, the distinguished visitor was welcomed by the Boy Scouts of the school He

was then garlended. After posing for a photograph, Mr. Sastri was shown round the classes, which were then working, by M. R. Ry. T. S. Krishnamoorthy Aiyar, Avl., the District Educational Officer, and M. R. Ry. V. Govindan, the Headmaster of the school He spent a little more than an hour in the school. He left the school at 1-20 p.m., when the Boy Scouts bade good-bye.

Here are the observations he recorded in the visitors' book: "I have just gone round the school. The D. E. O. and the Headmaster did me the honour to attend and explain things. The general appearance, the orderliness and tidiness attract one's notice at once. I must also say that the teachers and the pupils appear cheerful and well-pleased. Altogether, when one considers how recent the origin of the institution is, it is remarkable that it should have reached its present level. I am surprised it has the largest strength of the local schools. I should like to congratulate the management and the staff alike."

THE MADRAS TEACHERS' GUILD.

37TH ANNUAL MEETING.

The annual meeting of the Madras Teachers' Guild was held on Saturday last in the Loyola College, Nungambakkam.

At the outset a condolence resolution was passed touching the death of Professor P Subramania Aiyah, who was the President of the Teachers' Guild, and it was also resolved that steps be taken to perpetuate the memory of the late Professor P. Subramania Aiyah and the late Mr. K. B. Ramanatha Aiyar in a fitting manner.

Rev. Father Bertram Principal of the Loyola College, then welcomed the members of the Guild. He said that he was taking a great interest in the Teachers' Guild. Teachers were no doubt not highly paid, but all noble professions were generally ill-paid But he was sure that the whole country felt grateful to the teachers for their noble and disinterested work.

The speaker, continuing said that the late Professor P. Subramania Aiyah had been a treasure to all and particularly to the University. His loss was a great loss to the college which he served, to the University and to all the teachers. He was always ready to oblige and his large-heartedness was known to all. All the teachers should follow in his footsteps. And further they must be friends with the students. The teacher was not a mere master but he must train his students to form their minds and hearts and this he could do only if he found the way to reach them. Of course, it would require a certain amount of abnegation on the part of the teacher but abnegation was the first virtue to be cultivated by a teacher. The speaker finally wished the Madras Teachers' Guild all success.

The following office-bearers were then elected for the current year: President. Mr. A. K. Krishnaswami Aiyar; Vice-Presidents: Messrs. K. Rangaswami Iyengar, M. Munuswami Aiyar and C. W. Ranson; Secretaries: Messrs. M. S. Sabhesan and M. S. Kotiswaran; Treasurer: Mr. R. Vaidyanatha Aiyar.

Light refreshments were then served, after which Mr. S. M. Venkoba Rao gave a demonstration of a few indigenous physical exercises.

Mr. A. K. Krishnaswami Aiyar thanked the members of the Guild for having elected him as their President Mr. M. S. Sabhesan then presented the annual report which was adopted. The report stated that at the commencement of the year the strength of the Guild was 420. 97 members were admitted during the year and there were nine withdrawals. The closing balance of the Guild for the year ending June 1932 was Rs. 361-10-6 The Building Fund had increased from Rs. 3,600 to Rs. 4,025.

LECTURE ON CHILD EDUCATION

Mrs Kitty Shiva Rao then delivered an interesting lecture on "Child Education." The lecturer at the outset said that she felt that nowhere had enough experiment been done in the case of child education. She maintained that no teacher could ignore or neglect the experiments that had been carried out during the last ten or twenty years in the West and which had borne fruit. Failures in life had been traced by physicians educationists and psychologists to early childhood influences and many criminal offences also had been traced to the very same cause. It was only from the second year of a child to its tenth year or twelfth year that its education should be particularly attended to. The real difficulties began between the age of two and five. The difficulties were greater because they would not acknowledge that small children could have difficulties. There was no proper method of finding out what exactly the child needed for his development.

Children, unlike flowers, developed through movement and activity. They always wanted to be active. That was their experiment to gain knowledge of their surroundings. And it was here that Dr. Montessori had offered a solution to train children. One of the greatest things that she had done was to provide in her schools an

environment for each child and each child could move about as he liked and the teachers were there ready to help him. It was at this stage that habits had to be acquired, habits that would govern the child through his whole life and the children must be made to give up "baby" habits. Another thing that had to be acquired was language. The child must be taught to speak properly. Then there was the question of social adjustment. In all these things individual attention should be paid to every child.

THE MONTESSORI METHOD

After being trained in the manner stated above, the child as soon as he passed the sixth year, would be ready to go to school. Here the teacher's task was not an easy one. He must know the conditions in which the child had been brought up and his natural inclinations. The task of the teacher was not so much to look to the desires of the child as to develop his intelligence, and guide and help the children And from that point of view, the curriculum should be guided also. In Montessori schools the curriculum was much wider than in ordinary schools. Of course this required a great deal of preparation on the part of the teacher but the task was worthwhile attempting. They must include subjects of general interest in the curriculum, but they should not overburden the memory of the child. The lecturer felt that by understanding child psychology, by finding out what would interest the child, they could help to build the intelligence of the child and they would have to re-adjust their work according to their experience. Then they would be able to produce a happier and healthier type of humanity.

Rev. Father Bertram said that what the lecturer had said were not mere dreams of an idealist but were being worked practically. The teachers must help the children to expand in the correct way and not crush them and for this, it would be better if individual attention could be paid to every child.

But it was a most difficult thing. To undertake the education of children was the noblest work and he hoped that every teacher would try his best to put into practice what the lecturer had said.

Mr. A. K. Krishnaswami Aiyar thanked the lecturer and Rev. Father Bertram and with a vote of thanks proposed by Mr. M. S. Sabhesan the meeting terminated.

NORTH ARCOT DT. TEACHERS' GUILD.

The annual meeting of the Guild came off on Saturday the 3rd September, in the Cobb Memorial Hall, Voorhees College Buildings, Rev. J. J. De Boer, M.A., Ph D., President of the Guild, occupying the chair Delegates from Tiruvannamalai, Kaveripak, Arkonam. and Melvisharam were present.

After the presentation of the minutes of the half-yearly meeting by the Secretary, Mr. George S. Isaac, the President welcomed the members and took the occasion to briefly review the work of the Guild during the period of his stewardship He said that with a view to strengthen the activities of the Guild, he, in conjunction with the Secretary, visited the schools at Polur, Arni, Walajahpet, Melvisharam, Arcot, Tiruppattur, Vaniyambadi, Tiruvannamalai and Ambur, and addressed the Teachers' Associations on educational questions. Incidentally, these visits were helpful to him, he observed, not only in getting new acquaintances but also in acquiring new ideas, say on Equipment, Library, Laboratory, Time-table, etc. He also emphasised, in the course of his remarks, the need for making the Guild a live organisation—an all year round affair, meeting more regularly at different places in the district. Next he recounted his experiences of the last Provincial Educational Conferences held at Madura at which he represented the Guild In his considered opinion a provincial organisation which discusses vital problems of education and which should eventually shape the educational policy deserved better at the hands of the teachers and the public and it behoved every school to send one or two representatives to attend the Conference. He suggested, in passing, it might be held in a more suitable season and business sessions might be improved to enable all delegates to hear all the lectures delivered, to feel the personal touch that comes from the spoken word.

The more important part of the programme began with the addresses. "The Philosophy of Mastery and Mastery Test" was the theme of the inspiring address delivered by the President of the Guild. He referred at first to the three stages of education and what should be aimed at each stage In the Elementary stage, the boy should be taught to pick up the tools of learning. In the secondary stage, he should be taught the use of these tools which should eventually lead to independent study In the University he should aim at research and scholarship. He opined that the lecturing that was being done in

our schools and colleges was mere spoon-feeding and the work of the Honours classes was perhaps the near approach to real University education. Cato went on saying "Carthage must be destroyed" and he did the same in all his addresses with a view to the evolving of a more rational system of education. He divided his subject under the following heads and explained the meaning of each, the head being:—

MASTERY TECHNIQUE.

1. Three stages of Education.
2. No learning this side of mastery.
3. No degrees of mastery.
4. Objectives of teaching need to be defined attitudes, abilities, skills.
5. Appraisal of pupils' progress.
6. Technique: pre-test, teach, test, adapt procedure, teach and test again to the point of actual learning.
7. Learning Units—Page 196, 183, 218, 214.
8. Teaching cycle: Exploration, presentation, assimilation, organisation, recitation.
9. Types of teaching: Science type, appreciation type, practical arts type, language arts type, pure practice type.
10. Common essentials and Groups and Creative activities.
11. Types of Groups and Creative activities, Discussions, Self-Government, Dramatics, Projects, Assemblies, Hand-work, Art and Music, Physical education

Mr. M Shahabuddin, I.C.S, District Judge, next addressed the teachers. He observed that it appeared to him that students nowadays evinced undue interest in things social and political and were not inclined to respect authority and show reverence to parents and teachers. It was but right, he said, that they should study social and political problems but it was not in the interests of sound education that too much time should be devoted to the same to the serious detriment of their legitimate studies in the classroom He appealed to the teachers to develop in the students a sense of proportion. He next referred to the want of respect for authority. English public school system, according to him stood for respect for authority and reverence for elders and it was certainly unfortunate that our students mistook rudeness for independence. The teacher's duty, at this critical hour, lay in instilling right notions on these questions

The last speaker was Mr. John Peter, M.A., B D.A.M, who delivered a very informing address on "The American Progress Card." Rochester was the Mecca of American Education and his remarks largely applied to the schools there and its neighbourhood. He showed specimens of the progress cards and pointed how the card was a careful and complete record of the boy's work. The striking feature of the card system was it took into account his health, home, learning, character and citizenship He observed that a successful card system was possible only if there was parental co-operation and a strong public opinion evidenced by the interest in the various activities of the school.

The Conference adjourned for lunch and recess at 12-30 to re-assemble at 2-30.

The afternoon session was mainly taken up with business routine. Rev J. J. De Boer and Mr. George S. Isaac were re-elected as President and Secretary for another year. The Audit report and Budget were presented and approved. An important move to widen the activities of the Guild was taken in the election of three organising secretaries. Messrs. S. Subramania Aiyar of Ambur, V. Subrahmania Aiyar of Melvisharam and Rajaratnam of Tiruvannamalai to organise groups in their respective areas. A "Rules and Order Committee" consisting of the President, Secretary and Messrs. V. R. Krishnaswami Iyengar of Voorhees College, S. Srinivasa Aiyar of Sri Mahant's Devastanam Hindu High School, and V. Subbaratnam Aiyar of Melvisharam was constituted to revise the rules. Next, resolutions were taken up. A resolution to take effective steps to celebrate the Education Week was passed The resolution of the C. S. M. High School, Arkonam, that in the selection of Assistant Examiners for Vernacular answer papers of the S. S L. C. candidates, the S. S L. C. Board be requested to give preference to Pandits was accepted by the House. A resolution for the institution of a protection fund for those who were above 40 was recommended for the consideration of the S I. T U. It was resolved that Cooper's publications available with the Secretary might form the beginning of a Guild Library. The last item of the business was the consideration of the letter from the Secretary of the S. I. T. U. regarding the delegation fee at Educational Conferences The Guild was of opinion that it was agreeable to the raising of the fees to annas eight provided 50 per cent of the collections was paid to the S. I T. U. The meeting then terminated at 7 P.M.

GUNTUR DT. TEACHERS' GUILD (REGD.)

ANNUAL CONFERENCE—1931-'32.

The 8th annual meeting of the Guild was held at Guntur in the Town High School Hall on Saturday the 10th instant under the presidency of M. R. Ry. K. Rajaiah Pantulu Garu. The gathering was very representative and full.

M R. Ry. R. Venkatasivudu Pantulu Garu opened the Conference and addressed the Conference on the whole realm of teachers' activities. He spoke of the present depression and the concomitant effects on the teaching profession. He graphically described the plight of educational institutions under the local bodies. He turned towards the relations between the Assistants and the Headmasters and insisted that complete harmony between them was the soul of success. He asked every teacher to keep himself fit for the task before him by equipping himself intellectually and morally to the highest degree of efficiency. He said that the teacher should become a library himself He spoke of the teacher and public life and his importance in public life. He must assert himself and gain influence. He then spoke of the present-day problems such as the revision of the S. S. L. C. scheme, vernacularisation of instruction and the value of technical education. Amidst applause he declared the Conference open. Then the Secretary read the Annual Report and the same was adopted without any alteration.

M. R. Ry. V. Satyanarayana Garu, M.A , Lecturer, A. C. College, Guntur, then gave a thought-provoking lecture on the system of teaching Telugu in High and Primary schools. At the outset, he opined that the whole defect lay in adopting the methods which are followed in teaching foreign languages in teaching Telugu. After defining what is language and culture, he brought instances of utter ignorance of the Indian Epics among the college students and attributed the same to the text-books in the lower forms and the methods of teaching He pleaded that the "Vidhi Natakams," Purana Kalakshepams and memorising the Nighantus is the best way of learning the mother tongue. He condemned the present text-book writers and their methods of writing.

After this learned discourse, the Conference went on with the election of office-bearers for the coming year. Mr. Parumattu, Headmaster of the U. L. C. M. High School, Guntur, and Mr. M. P. Dikshitulu of the same school were elected President and Secretary.

After electing the other office-bearers, the Conference passed to the passing of resolutions. Condolence resolutions at the deaths of Messrs. A. V. Kotiah and Kodali V. Subbarao were passed, all standing. A resolution requesting the Andhra University to throw open the gates of the B. Ed Examination to the graduates with Secondary grade training certificates without the necessity of producing attendance certificates was passed. That Hindi should be included in the A. group for the S. S. L. C. was adopted. Another important resolution was that the Guild should put into effect Benefit Fund scheme. With a hearty vote of thanks to the retiring office-bearers, the Conference closed at 7 p.m.

The Guntur District Inter-School Sports Association met in the same hall to conduct their annual meeting. After adopting the Annual Report, it resolved to have the annual meeting at Bapatla this year. Mr. S. Nagabhushana Rao was elected Secretary

The Secretary, Andhra Teachers' Federation, made a fervent appeal to all those present to join the ranks of the Federation immediately.

VRIDDHACHALAM.

THE FIRST TALUQ EDUCATIONAL CONFERENCE

The First Educational Conference of the Elementary Teachers of the Vriddhachalam Taluq was held on Sunday the 28th instant under the distinguished presidency of M. R. Ry. T. V. Apparasundara Mudaliar Avl., M.A., L.T., M.Ed. (Leeds), District Educational Officer, South Arcot, in the spacious hall of the Board High School which was tastefully decorated with flags, festoons and catching educational maxims. There was a large gathering of teachers and the public.

The function began at 1-30 P.M. with prayer and music. Mr. R. Krishnamachariar, B.A., L.T., Deputy Inspector of Schools and organiser of the Conference, in requesting the President to take the chair, spoke on the value of such conferences and pointed out how they were indispensable for promoting an *esprit d'corps* among the teachers scattered far and wide and for lifting them out of their pet grooves of thought and action in which they become fossilized. He made special mention of the vast improvements in the field of education during the last two years. A welcome address was then presented to the President on behalf of the Teachers' Associations of the Taluk. The Chairman, in his opening remarks,

spoke on the great advantages of such conferences. The report on the growth of Elementary education in the Taluq was then read and it was a record of progress in all directions. This was followed by a model lesson on "Sense-training" by Mr. A. G. Vilvaroy, B.A., L.T., Junior Deputy Inspector of Schools, Cuddalore. Then there was an elocution competition on "How to form a village Library?" and several teachers displayed their oratorical skill and knowledge. A prize of Rs. 5 was awarded by the District Educational Officer to the best speaker. With some comic recitals and buffoonery, the gathering broke up for lunch.

After lunch, there was a brilliant Scout display by the Tittagudi troop and a demonstration of certain rare feats of strength by an Elementary school master. On re-assembling in the hall, Mr. M. Venkatarama Aiyar, B.A., L.T., Headmaster of the local High School, gave a "Popular Science" lecture on "Light" and performed several experiments. He clearly demonstrated how, with simple apparatus, everyday facts can be scientifically explained. Then Mr. Natesa Mudaliar, Lecturer in Tamil, St. Joseph's College, Trichinopoly, delivered a lecture on "The Greatness of the Tamil Language."

The Chairman, in his concluding remarks, congratulated Mr. R. Krishnamachariar, the Deputy Inspector of Schools on the unique success of the Conference. He said the report on the growth of Elementary education was a valuable document and laid special stress on the serious defect of wastage and stagnation in Elementary schools. He appealed to the parents and the public to co-operate with the teachers in their noble task.

With the usual vote of thanks and the singing of the National Anthem, the Conference terminated.

CONTENTS FOR THE SPECIAL EDUCATION WEEK NUMBER.

(October. Vol. 5. No. 10.)

1. SCHOOLS AS SOCIAL CENTRES. By Mr. J. P. Joshua, M.A., Christian College, Madras.
2. SCHOOLS AND CITIZENSHIP. By Mr. C. W. Ranson, M.A., Kellett Institute, Triplicane.
3. ADULT EDUCATION. By Mr. T. V. Apparsundaram, M.A., L.T., M.E.D. (Leeds), F.B.E.E. (London), District Educational Officer, Cuddalore N.T., South Arcot.
4. SCHOOLS AND CITIZENSHIP. By Mr. G. Bhattacharya, B.E.S., Principal, Training College, Dacca, Bengal.
5. EXTRACURRICULAR ACTIVITIES. By Mr. D. S. Gordon, Asst. Professor of Education, Mysore University, Mysore.
6. THE NEW TEACHER. By Mr. K. S. Ramaswami Sastri, B.A., B.L., District Judge, Cuddapah.
7. WHAT EDUCATION COSTS.
8. EDUCATION AND MODERN NEEDS.
9. TEACHERS AND RURAL CONSCIENCE. By Mr. A. Swaminatha Aiyar, B.A., Retired Deputy Collector.
10. PUBLIC EDUCATION: A GREAT INVESTMENT. By Mr. M. S. Sabhesan, M.A., Lecturer, Christian College, Madras.

☞ Our Subscribers and readers are requested to contribute articles to the special Education Week number of our Journal. The articles should reach the office not later than 5th October.

EDUCATIONAL NEWS BULLETIN

(Issued under the auspices of the All-India Federation of Teachers' Associations by the Association of Editors of Educational Journals, 41, Singrachari Street, Triplicane, Madras).

No. 9. September 1932.

PUNJAB

The Director of Public Instruction, Punjab, very kindly accorded sanction to the holding of a class in physical training for the Assistant District Inspectors of Schools in the Ambala Division. The class was consequently held at the Government High School, Simla, from June 15th to July 14th, 1932. All Assistant District Inspectors of Schools in the Division attended the class.

UNITED PROVINCES

Educational Endowments.—Two educational endowments have been recently made here. (1) Mr. K. P. Kichlu, M.A., L.T., retired I.E.S., has given away Rs. 18,000 to Agra, Allahabad and Benares Universities. The largest share, Rs. 10,000 goes to the Agra University for building purposes. (2) Lala Mathura Das, the premier Rais of Roorkee, has donated Rs. 10,000 to the local D. A. V. School which is yet unrecognised.

School Clerks and Benefit Fund.—Benefit Fund is being instituted almost everywhere for teachers. As regards clerks working in schools, the Department has no objection if managing bodies contribute from their funds, but the Government is not prepared to contribute.

Vernacular Medium of Instruction in the Intermediate.—The question of teaching through the mother tongue in the High School classes has been practically solved here now, although there still exists a regulation to the effect that teaching in High School classes should be done through English. This regulation is considered to be an anamaly when students are permitted to answer question papers in their mother tongue and when the Board recommends books in vernacular for students' use at least in History. Therefore this regulation is more honoured almost universally in its breach than in compliance. It is interesting to note that attempts are being made to obtain the permission for answering question papers in the Intermediate also in the vernacular.

Private Training Colleges.—The Government has permitted the Lucknow Christian College (Intermediate College) to "train teachers for service in Middle and High Schools." The trained students (two years course) will take the examinations given the students in the Government Training Colleges in Lucknow and Agra. For the present there are ten stipends of Rs. 10 per month "which may be awarded to worthy Christian students." It is understood that a similar department will be added next year to the Allahabad Ewing Christian College also.

BENGAL

The Children's Fresh Air and Excursion Society—a purely non-official organisation —is doing excellent work. Over 300 boys and 70 girls had the benefit of holiday camps in the course of last two years. During the Puja holidays, 1931, a batch of 80 boys went to Ranchi, and a party of 12 girls went to Jasidi. During the summer of 1932 a batch of 108 boys from 38 different schools of Calcutta and a party of 16 girls went to Puri.

The entire amount of expense of such excursions was met from public subscription.

(2) A Non-Government Teachers' Training College has been started in Calcutta through the beneficence of Babu Manohar Lal Sil and the activity of Babu Haridas Majumdar, M.A., B.L. This is the first effort of its kind in Bengal.

BOMBAY

Rev. Justin E. Abbott, an American Missionery, came to India about sixty years ago and spent a greater part of his life in Maharashtra. During his stay in this country he was so much influenced by the culture of the Province which he served as a Christian Missionery that, when he retired, he was more a Maratha than an American. He has translated into English selections from the works of the saint poets who flourished in Maharashtra from 1300 to 1700 A.D. and has left behind $10,000 to complete the publication of the series. He died in June last at the age of 80 and the copy of his will received some time ago shows how he loved his adopted country and her people. Out of his estate he has donated $48,000 to the different institutions in Poona, thus:

Bharat-Itihas-Samshodak Mandal, Poona ..	$ 30,000
Gokhale Hall, Poona, (For Library) ..	„ 5,000
Prof. Karve's Hindu Widows' Home, Poona ..	„ 1,000
Servants of India Society Poona.	„ 1,000
Sevasadan Society, Poona ..	„ 1,000
For completing the Series of Saint-Poets of Maharashtra ..	„ 10,000
Total ..	„ 48,000

He has also set aside $2,000 in favour of a friend Mr. M. R. Godbole who worked as Rev. Abbott's secretary. In his will he had directed that his dead body be cremated in the Hindu fashion and the ashes scattered all over his garden, and that there be neither a tomb nor a post raised in his memory. In Rev. Abbott's life one finds the key of the influence which the American Mission has in the districts where he lived.

Speaking at the convocation of the University of Bombay, Sir C. V. Raman emphasised the need of research. "I do not for a moment venture to suggest," said he, "that our Universities are perfect. Indian Universities have many faults due, to a large extent, to the fact that they are founded on models of Universities of England, and when the models were copied, their faults also were copied. Undue emphasis is placed on examinations and degrees, and originality, research and independence of thought are at a discount." In an informal gathering, the same evening, when asked to give his opinion on the recent resolution of the Calcutta University Senate re: the medium of instruction, Dr. Raman said he was wholeheartedly in favour of the use of the mother tongue both in school and college classes and that he would not be surprised if by 1950 Bengali came to be used even for M.A. M.Sc. work. In teaching Science, he preferred the use of English terms like "Oxygen," "Sulphuric Acid," "Electrons," "Radium," for they were international.

The present University Building was built out of the donation of the late Premchand Roychand, a merchant prince of Bombay. The tower-clock on this building has now become old and requires to be replaced. A sum of Rs. 10,000 is for this purpose offered by the sons of Premchand Roychand and the Senate accepted that offer in its last meeting with its best thanks to the donors. It is believed that the order for the new clock will be placed with a local company, which has specialised in the manufacture of electric tower-clocks.

At the same meeting (17th and 18th Aug.) the Senate also resolved to institute a Department of Technology, beginning with Textile Chemistry and Chemical Engineering, and granted Rs. 5,50,000 for the capital and current expenditure on the department in the current year.

It also sanctioned a sum of Rs. 1,000 towards the expenses of the All-India Mathematical Conference proposed to be held in Bombay in April next.

On the 5th of September, the Bhandarkar Oriental Research Institute, Poona, celebrated the anniversary of the death of Dr. R. G. Bhandarkar, after whom the institute is named. On the occasion was announced a handsome donation to the Institute from H. E. H. the Nizam, Rs. 25,000, for a guest house and Rs. 1,000 annually towards the expenses of the Mahabharat Edition that is being published by the institute.

MADRAS

1. A meeting of the Academic Council of the Madras University took place on the 25th August. One of the resolutions passed is that graduate teachers, who have had undergone the course of training for Secondary Grade teachers, might be admitted to the "Licentiate in Teaching" examination provided they had put in a single term attendance in a training college. Another resolution which provoked keen discussion in the Council and a fierce controversy in the papers is the one which wanted the text-books in English prescribed for B.A. Examination to be referred back to the Board of Studies. Objection was taken to the book "The Heart of Hindustan," by Sir S. Radhakrishnan on the ground it offended Christian feelings.

2. The correspondent of "The Hindu" reports to that paper that a sum of about £40,000 has been raised in England in support of the Tambaram Scheme of the Madras Christian College. The Master of Baliol, and Lord Irwin, President, Board of Education, are interesting themselves in raising the funds so as to enable the authorities of the college to avail themselves of the conditional offer of a grant of money and lands by the Government of Madras.

3. The 5th Madras Boys' and Girls' Exhibition organized by the Y. M. C. A., Madras, was opened by Mr. T. S. Ramaswami Aiyar, President of the Corporation of Madras. The Exhibition was arranged by the boys and girls themselves. It had several sections and all the sections were full of interesting exhibits. The needlework and embroidery section by the girls, the fine arts section, and the crafts section were the most popular as they had each attracted a large number of fine exhibits. The exhibition was kept open for a week and during the week athletic competitions and oratorical contests were held daily.

4. The Y. M. C. A. College of physical Education has this year nearly 80 students on its rolls. These come from all the provinces in India. To enable teachers working in the different schools in the city of Madras to acquire sufficient training in conducting games the authorities of the college have opened saturday classes to which admission is free. These classes are very popular.

5. The report of the enquiry into the economic condition of teachers working in the aided secondary schools in the city of Madras conducted by Mr. V. Bhuvarahamurthy Rao M.A., Dip (Econ) is published in the August issue of the South Indian Teacher.

6. A children's club and travelling library have been organised at Cuddalore by Mr. T. V. Apparasundara Mudaliar, the District Educational Officer of South Arcot.

THE S. I. T. U. PROTECTION FUND

LIST OF MEMBERS (*Continued*).

956 Mr. I. Chandrasekhara Sarma, Assistant, Municipal High School, Kurnool.
1003 „ R. Prakasa Rao, Assistant, Board High School, Yellamanchili
1004 „ O. Ch. Kamanna, Assistant, Board High School, Yellamanchili.
1005 „ N. Ramaswami Aiyar, Weaving Instructor, Board High School, Satyamangalam.
1006 „ R. S. Sachithanandam, Assistant, Board High School, Dharmapuri.
1007 „ V. S. Kandasubramaniam, Assistant, Board Middle School, Kangayam (Coimbatore Dt.).
1008 „ R. Sankarasubba Aiyar, Commercial Instructor, M. H. S., Ootacamund.
1010 „ M. S. Meenakshisundaram Aiyar, Assistant Board High School, Wandiwash.
1011 „ T. Govindaraja Mudaliar, Assistant Tamil Pandit, Board High School, Wandiwash.
1012 „ M. Somasundaram, Assistant, A. M. High and Training School, Pasumalai.
1013 „ V. Kuppuswami Iyengar, Assistant, P. B. Municipal E. School, Udumalpet.
1014 „ K. Srinivasa Rao, Assistant, Board High School, Satyamangalam.
1015 „ R. Ramakrishnan, Assistant, Board High School, Dharapuram (Coimbatore Dt.).
1016 „ Y. Viswanatha Sarma, Headmaster, V. M. High School, Bodinayakanur.
1017 „ V. Sundaresa Aiyar, Assistant, N C. B. Aryan Secon. School, Trichinopoly.
1018 „ L. Parthasarathy Iyengar, Assistant, Board Elementary School, Bhavani.
1019 „ V. Desikachari, Assistant, Municipal High School, Gudiyattam.
1020 „ C. S. Kuppa Rao, Assistant, Municipal High School, Gudiyattam.
1021 „ K. S Pasupathi Sarma, Assistant, Municipal High School, Gudiyattam.
1022 „ M Nagaraja Rao, Assistant, S. S. R. Rao Ele. School, Triplicane, Madras.
1023 „ V. Viswanadhan, Assistant, Board High School, Yellamanchili.
1024 „ K. Krishna Rao, Commercial Instructor, Voorhees College, Vellore.
1025 „ C. A. Samuel, Assistant, Voorhee's College, Vellore.
1026 „ A. M. Meenakshisundaram Pillai, Assistant, Municipal High School, Pollachi.
1027 „ A. K. Varadarajulu Naidu, Weaving Master, M. H. School, Kurnool.
1028 „ T. Ramakoteeswara Sastry, Senior Telugu Pandit, Bd. High School, Markapur (Kurnool Dt.)
1029 „ M. Rama Rao, Chemistry Assistant, Board High School, Markapur (Kurnool Dt.).
1030 „ G. Balayya, Headmaster, Bd. H. Ele. School, Bhimunipad, Koilkuntla (Kurnool Dt.).
1031 „ K. N. Padmanabhan Nair, Assistant, Municipal High School, Ootacamund.
1032 „ B. Subbiah, Assistant, The Town School, Kodur (Cuddapah Dt.).
1033 „ C. Sivaprakasam Pillai, Tamil Pandit, Board High School, Dharmapuri.
1034 „ A. Velaswami, Assistant, Municipal Middle Cchool, Coimbatore.
1035 „ S. N. Kolandavelu Chetty, Acting Headmaster, Municipal Muhammadan Ele. School, Udamalpet
1036 „ G. Bashiam Iyengar, Assistant, Municipal Ele. School, Udamalpet.
1037 „ G. S. Chandrasekharan, Assistant, V C School, Omalur (Salem Dt.).
1038 „ G. Venkataraman, Assistant, Municipal Boys' School, Kodaikanal.
1039 „ R. Krishna Aiyar, Assistant, Municipal Boys' School, Kodaikanal.
1040 „ E. K Natesa Sarma, Tamil Pandit, Wesley College, Madras
1041 „ V. Kandaswami Aiyar, Municipal Middle School, Coimbatore.
1042 „ K Dharmarajan, Assistant, Municipal Ele. School, Coimbatore.

N. B.—The above mentioned members are members of the original branch, the next branch having not yet been started. Admissions to this branch will stop as soon as the vacancies are filled up.

Triplicane, Madras.
11th Sept. 1932.

R. RAMAKRISHNAN,
Honorary Secretary.

THE TEACHERS' BOOKSHELF

The Rural Community and the School.—By G. S. Krishnayya, M.A., Ph.D., Superintendent of Education, British Administered Areas, Hyderabad State—Published by the Publication Department of the Association Press, 5, Russel Street, Calcutta. Price, cloth cover Rs. 2, paper cover Rs. 1-4-0.

Many people will agree that with the greater development of the means of communication, politics and all the other blessings of modern life, the neglect of countryside is increasing and that our villages are going from bad to worse. The village community is thus faced with a dark future. In the prosperity of the village community is the prosperity of India as a whole. If uplift work is to be successful, it should be carried through the village school. The aim of the school in the village should be the uplift of the rural community. In the words of Mr. F. L. Brayne, who has written the foreword to Dr G. S. Krishnayya's book, "If the new life is not only taught in the school but is lived by both the teachers and the taught, and is reflected in the buildings and in the surroundings of the school, then the village will soon catch the inspiration and set about its own improvement." It means that there should be a complete re-orientation of our rural educational system The experiments that are carried on in Moga are attended with such success that they should encourage educationists to effect radical changes in our educational system.

In this regard, Dr. Krishnayya's book will be of valuable assistance. The country should be grateful to him for showing the direction in which reform should be effected. Dr. Krishnayya's book suggests that the methods adopted successfully by the three institutions in the U. S. A. may with advantage be used to inspire similar results in India. The Penn School of St. Helena is not confined to the four walls of the school-room but is part and parcel of the Negro community on that island and is devoted to the community service The Berry Schools of Georgia with their motto, "Be a lifter not a leaner," have tried to make of poor and ignorant farmers contented, self-reliant villagers. The extension scheme of the Tuskegee's and their schools on wheels successfully reach the Negro farmer, interest him in better farming practice, help him to increase his earning capacity, and improve his living conditions and train him in the use of improved methods in farming and home making.

After describing the work of these institutions, Dr. Krishnayya has deduced from them lessons for Indian conditions. In these suggestions the author has kept in mind the realities of Indian villages. His suggestions are therefore very practical and worthy of serious consideration by all educationists.

We commend this book to the attention of all who seriously feel the necessity for a national system of Education.

BOOKS RECEIVED.

1. SELECTIONS FROM ENGLISH LITERATURE. R. K. Laghu, Macmillan & Co.
2. LESSONS IN GEOMETRY, PART II. By Mr. Chatterjee, Macmillan & Co.
3. ENGLISH COMPOSITION WITHOUT TROUBLE (High School Course). Books I, II and III, Oxford University Press
4. FIRST COURSE IN ENGLISH GRAMMAR AND COMPOSITION. Anthony X. Soares and M. N Majumdar, Oxford University Press.
5. இலகுகணிதம். Book I. By S Balakrishna Aiyar, Oxford University Press.
6. THE FARADAY BOOKS OF PRACTICAL SCIENCE By F. J Thorpe, Books I—V, Oxford University Press.
7. GEMS IN SANSKRIT PROSE AND VERSE, Books I and II. By Pandit Sri Seshadri Sarma, Ambika Bros., Mylapore.
8. THE 'LIFCO' SHAKESPEARE.
   THE TEMPEST,
   ANTONY & CLEOPATRA,
   KING RICHARD II, The Little Flower Co.
9. THE GERMAN SCHOOL SYSTEM. By S Ali Akbar, Longmans Green & Co.
10. A HIGH SCHOOL ENGLISH GRAMMAR. By J. A. Yates and V Mahadevan, Longmans Green & Co.
11. THE SPLENDOUR OF THE EAST. Macmillan & Co.

STATEMENT OF RECEIPTS AND CHARGES FROM JANUARY 1st TO 30th JUNE ENDING. THE SOUTH INDIAN TEACHER.

Receipts.

	Rs.	A.	P.
To opening balance:			
Fixed Deposit ..	200	0	0
Current account ..	14	3	9
Cash with secretary ..	33	5	2
Cash with clerk ..	1	0	0
Suspense in Bank ..	1	2	0
Stamps on hand ..	18	12	3
Total ..	268	7	2
Subscriptions ..	474	6	6
Advertisements ..	243	8	0
Sale of Publications ..	29	3	0

Sale of Publications	Rs.	A.	P.
On Teaching ..	2	0	0
Proceedings ..	5	4	0
G. Lectures ..	6	8	0
G. Scheme ..	8	0	0
Biology ..	1	8	0
Reprints ..	5	15	0
Total ..	29	3	0

	Rs.	A.	P.
Recovery of postage ..	4	6	0
Madras Teachers' Guild Allowance ..	25	0	0
S. I. T. U. Allowance ..	40	0	0
Loan ..	25	0	0
S. I. T U. P. Fund ..	50	0	0
Interest ..	0	9	8
Total ..	1,160	8	4

Charges.

	Rs.	A.	P.
Journal expenses.			
Printing, paper, etc. ..	606	6	3
Conveyance to Secretary ..	21	0	0
Conveyance to clerk ..	8	3	6
Contingencies (Bank commission also included 0-6-0) ..	60	12	6
Purchase of typewriter (Part payment) ..	50	0	0
Establishment ..	150	0	0
Stamps ..	130	3	6
Allowance to Secretary to attend conference ..	16	10	6
Sale of publications.			
K. S. Seshagiri Iyer ..	2	0	0
Five laws of Library Science ..	4	0	0
Repayment of Loan ..	25	0	0
Closing Balance.			
Current a|c with M.T.G. Co-operative Society ..	48	13	8
Petty cash balance ..	0	8	6
Cash with Secretary ..	21	5	2
Cash with ex-clerk ..	1	0	0
Stamp amount due from the ex-clerk ..	11	4	6
Stamps on hand ..	3	4	3
Total ..	1,160	8	4

Verified and found correct.
(Sd.) V. SRINIVASAN,

(Sd.) R VAIDYANATHAN,
Hon. Auditors.

(Sd.) S. NATARAJAN,
Hon. Secretary.

EDITORIAL

LORD IRWIN AND TEACHERS:

The members of the City of London Vacation Course in Education had the privilege of listening to the address of Lord Irwin, President of the Board of Education. The teaching profession should watch with interest any observation which a gentleman of his standing may choose to make. He refers in his speech to the reproach levelled against politicians that they were regarded as "adepts in the art of making a long speech but saying nothing that could be taken down in evidence against them." We are tempted to observe that his speech is not altogether free from this reproach. He points out in clear terms the importance of the national system of education and his remarks are worth quoting in full: "Behind all technical equipment of mind and class room, behind all administration, behind all professional activities, must stand always the recollection of that which was the big purpose of it all. That for him, as for them, was the sense of pride in the privilege of being concerned with the direction of the system that was at any given time immediately fashioning the outlook and whole mental outfit of six millions of future citizens of the United Kingdom. Nothing would more vitally affect for good or ill the quality, tone and direction of that citizenship than the quality and direction of our national system of education." Such a clear recognition of the claims of the national system of education should have naturally urged Lord Irwin to appeal to the public to be more considerate and generous in dealing with educational needs. But he seems to have been more concerned with placating public opinion. It is obviously a laboured attempt on his part when he seeks indirectly to justify the cut in the salaries of teachers by instituting a comparison between the people depending on uncertain dividends and the teachers earning regular though low salaries.

Teachers will co-operate wholeheartedly with him in any attempt to make the money available for education go further but they will be very slow to accept the soundness of the sentiment he had expressed regarding the relation between the public and the teaching profession. In his anxiety to allay the public feeling, he calls upon teachers to remember that "it would be a bad day for education if public opinion generally ever came to the point of questioning the disinterested pursuit on the part of teachers of their professional ideals." Our London contemporary, "The School Master and Woman Teacher's Chronicle," criticises the speech in rather mild terms, probably because it knows that Irwin, the President, will yield place to Irwin, the man. But unfortunately for the teaching profession such views are freely expressed in all platforms by politicians of all shades of opinion and it is time that the hollowness of this sentiment is exposed. The modern teacher recognises that every public work is equally noble. He rightly refuses to be patted on the back and silenced by the catchwords, "noble profession" and "disinterested pursuit." Rt. Hon. H. A. L. Fisher had frequently stated on the floor of the House of Commons (see Notes) and outside that it was not proper for the State to count upon the missionary spirit in the matter of the recruitment of thousands of teachers. Why should the demand for improvement of the conditions of service of teachers be attempted to be often baulked by this appeal to "disinterested pursuit?" Why should teachers

alone be told that they should be keeping the public in good humour? In this connection, we should like to invite the attention of the public to the concluding remarks made by Prof. Seshadri on the occasion of the 5th All-India Educational Conference held at Madras: "I have very little patience with people who come as public leaders to lecture to us on the subject of sacrifice. . . . . Is there anything nobler than the career of a judge whose duty it is to punish the wicked and reward the good . . . ? Have any of these so-called leaders ever come forward to say that the judges of the High Court should work without salaries or on a nominal salary because it is a noble profession? Is there anything nobler than seeing, for instance, that people who die are, if possible, prevented from dying, that persons suffering from dreadful diseases are relieved of their pain and suffering? Has it ever been proclaimed on any platform that doctors should not receive good fees. Why should it unfortunately happen that members of the teaching profession alone should be asked to sacrifice. . . . . ?"

SENATE ELECTION.

The notification regarding the elections to the Senate of the Madras University will be issued shortly and individuals have already begun to announce their candidature. There are thirty seats allotted to the constituency of the registered graduates and it is legitimate that a good number of teachers should like to be returned to the Senate by this constituency. We may be told that the teaching element is represented in the Senate by the principals of colleges who are ex-officio members of the Senate. It is open to us to say that lawyers, businessmen and doctors have also a good chance of being returned in large numbers to the Senate by the Municipalities and District Boards. Since the election is on the principle of proportional representation by means of a single transferable vote, a compact body of teachers will find it possible to return a definite number of candidates without difficulty. A teacher should regard it as his duty to come forward and take part in public work or should at least help his comrade teacher to bear the burden. It is by this readiness to bear varied responsibility that a profession can strengthen its claims for public recognition. Taking the total number of registered teacher-voters into consideration, the Working Committee of the Union thinks it can put up six candidates of its own. These candidates can come out successful only if the profession is keen on supporting solidly the chosen group. It is not yet definitely known which teachers intend to stand for election. It is expected that such teachers will communicate their intention to the office of the Union. If more than the desired number should offer themselves as the candidates of the Union, the Working Committee will have to pick and choose and finally fix the candidates. Our profession is not sufficiently well-organised to be able to say that A or B will be returned irrespective of his personal qualifications. Selection under such circumstances is a thankless task and the Working Committee shall have to take into account various factors such as the status of the individual, his experience in the profession, his interest in the organisation and his fitness. It is hoped that the teacher-voters will appreciate these difficulties and cooperate with the Union in the contemplated line of action. Once the list of candidates is published, every teacher-voter may be expected to consider it his duty as well as his privilege to respond to the call of the Union. Any suggestions towards commending the proposal to teachers and teacher-voters will be thankfully received by the office of the Union.

THE EDUCATION WEEK.

In pursuance of the resolution adopted at the last Provincial Educational Conference, the Working Committee of the Union has begun to consider the steps that should be taken in regard to the Education Week. It seems to be its intention that a strong central Education Week Committee consisting of the Working Committee, the representatives of the Department of Public Instruction and the representatives of the non-official associations like the Missionary Council, should be appointed to formulate a general programme. The celebration will be more or less on the lines suggested last year but it is open to the different centres to make such modifications in the general programme as may be suited to their localities. What is important is that the Education Week should not be treated as a mere spectacular affair. It is essential that attention should be concentrated on those points in the programme which will bring the profession into intimate contact with the public of the locality and impress it with the importance of the work done in the school. We appeal to teachers in colleges and Secondary and Elementary schools to think of the ways and means of celebrating the week in a fitting and fruitful manner. The general programme and leaflets will be distributed as soon as they are ready. We should like to suggest that teachers may arrange for a variety entertainment or enact a drama during the Education Week so as to raise funds for the South Indian Teachers' Union. Teachers will be willing to contribute their mite provided that a suitable opportunity is afforded.

TEACHERS' GUILD AND CO-OPERATIVE SOCIETIES.

We are glad to find from the report of our Trichy correspondent that the Trichinopoly District Teachers' Guild has resolved upon starting a Co-operative Society for the benefit of its members. It is somewhat strange that the proposal should have had any opposition at all. The benefits of a Co-operative Society are known to all. The Madras Teachers' Guild Co-operative Society has been in existence for over ten years. The extent of its activities, efficiency of its working, and the benefits its members derive are well known to our readers. Our readers may also be aware of the Villupuram Teachers' Co-operative Bank, which has for its members not only teachers in the municipal area but also teachers working in the Elementary schools in the Taluq. The splendid work done by these two institutions should encourage even the most sceptic of us to run such societies.

In this connection, we should like to suggest the advisability of Teachers' Guilds starting Teachers' Co-operative Societies at each Guild centre. These could be federated into a Provincial Teachers' Bank. Such an organisation would give the teachers strength and status and, above all, would solve the problem of the proper and safe investments of the funds of the Union and its associated organisations.